CAREER STAGES OF--AND INFLUENCES UPON--

OKLAHOMA TEACHERS

by

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CHAPTER I

THE RESEARCH PROBLEM

Introduction

To those familiar with the realm of education, it is well understood that much attention has been given--and effort put forth--toward the goal of improving instruction. Indeed, the the past two decades have been so filled with new information intended to assist said improvement, that some even refer to this recent phenomenon as an "incredible knowledge explosion in education" (Strong, et al., 1990).

Many of the efforts in this drive to improve and/or reform have fallen under the area of staff development. Given the inherent complexity of human beings, however, truly effective professional development may be more of an undertaking than many have fully appreciated and/or realized (Hopkins, 1990).

Few would argue, of course, that poor or inadequate staff development programs fail or fall short in helping foster professional growth. Conversely, the better and more appropriately they are operated, the more development and improvement will take place. Concern, therefore, is not merely about the importance of staff development, but is focused upon what constitutes truly appropriate and effective staff development.

According to some researchers, one very important, fundamental criterion to consider in the operation of a staff development program is that of teacher career stages (Burden, 1980; Burden and Wallace, 1983; Feiman and Floden, 1980; Konke, 1984; and Leithwood, 1990). Many staff development programs appear to operate without an understanding of, or sensitivity to, adult and career development, adding to the notion that many staff development efforts are "teaching against the tide" (Feiman and Floden, 1980).

Others purport the necessity of understanding how personal and organizational environments can affect teachers by creating significant, fluctuating variations regarding influences at different stages of their careers. Items such as family situations, community support, union activity, and principals' support of teachers--to name just a few--all have the potential of affecting beginning teachers differently than more experienced and secure teachers, who might also be affected differently than teachers who are frustrated and burned out (Burke et al., 1984, 1987; Christensen et al., 1983, 1988).

Another criterion--the overall differences between the elementary and secondary levels--is a notable factor which seems to manifest itself in the efforts of many researchers in numerous types of research (Adams, 1979; Ahola-Sidaway, 1988). Such tremendous differences exist between elementary and secondary schools with their overall organization, clientele,

climate, and teacher preparation, that it may be incorrect to assume teachers at both levels are identical in their stated personal environmental and organizational environmental influences. If, for instance, teachers at one level are more satisfied with their jobs than teachers at the other level, such a difference could play a role in the extent to which numerous career influences are reported by teachers at one particular level as being more positive or more negative than those noted by teachers at the other level.

Statement of the Problem

If it is accepted that educators are of differing levels or stages in their careers, is it possible to determine that differences exist--among those of different stages--in their reported personal and organizational environmental career influences, so that staff development efforts can be adjusted accordingly?

In considering the level of assignment, is it possible to determine which differences exist between the reported career influences of elementary and secondary educators, so that staff development efforts can be adjusted accordingly?

When looking at career stages and level of assignment together, is it possible to determine that elementary teachers at a given career stage report different personal environmental and/or organizational environmental influences than do secondary teachers at the same given stage, so that staff

development efforts can be adjusted accordingly?

Purposes of the Study

The purposes of this study were to explore the possible differences between teachers of various career stages regarding their personal and organizational environmental influences, to explore the differences between the responses of elementary and secondary educators regarding their stated influences, and to explore any possible differences in stated influences between elementary and secondary teachers at the same career stage.

Research Questions

The research questions for this study were:

Research Question One: Do teachers at various stages of their careers identify different personal and organizational environmental influences?

Research Question Two: Do elementary and secondary teachers identify different personal and organizational environmental influences?

Research Question Three: Do elementary and secondary teachers at various stages of their careers identify different personal and organizational environmental influences than their counterparts at the same career stage?

Significance of the Study

Improvement-oriented and/or reform-minded educators are continuously looking for optimum strategies for achieving the utmost growth in educators. Staff development has long been a significant element used to promote positive change.

If, however, traditional approaches to promote staff development have been incorrectly based on the assumption that all educators have virtually the same personal and organizational influences, then this study may prove beneficial to those interested in truly effective staff development efforts.

In addition, this study may prove helpful to those whose responsibilities include the supervision and staff development of both elementary and secondary teachers, in order to react more effectively to the needs of the two groups with potentially differing sets of influences.

Definitions of Terms

Staff Development. 1) Individual efforts on the part of principals and/or teachers to promote professional, psychological or career stage growth in teachers; or 2) organized, district-operated programs of on-going workshops, classes, sessions, etc., to promote professional growth and the improvement of instruction.

Level of Assignment. Refers to either the elementary or secondary level to which teachers are assigned.

Elementary teachers. Those assigned to schools with students ranging anywhere from kindergarten through sixth-grade.

Secondary teachers. Those assigned to schools with students ranging anywhere from no lower than seventh-grade, to as high as twelfth-grade.

Factor 1, Out of Classroom. Items from the Personal/Organizational Influences Inventory (P/OII) which, as a result of factor analysis, were grouped together for statistical purposes. Items within this factor appear to reflect teachers' perceptions of career influences which are personal in nature (see Appendix F for factor analysis results).

Factor 2, Organization. Items from the P/OII which, as a result of factor analysis, were grouped together for statistical purposes. Items within this factor appear to reflect teachers' perceptions of career influences which relate to organizational issues (see Appendix F).

Factor 3, Union. Items from the P/OII which, as a result of factor analysis, were grouped together for statistical purposes. Items within this factor appear to reflect teachers' perceptions of career influences which relate to teacher unions (see Appendix F).

Personal Environment Influences. Career influences which originate outside of the organizational structure, including issues relating to families, friends, individual dispositions, personal crises, and other personal experiences.

Organizational Environment Influences. Career influences which originate within or relate to the organizational structure, including management style, regulations, and unions.

Limitations of the Study

The limitations of this study were:

1. The study was limited to certified public school educators employed in Oklahoma during the 1990-1991 school year, as determined by the Oklahoma State Department of Education.

2. No private or parochial school personnel were included.

3. While this study involved school districts randomly selected, the sample was composed of a one-third split between small, medium, and large districts, which necessitated the elimination of some randomly selected school districts if that particular category of school district size had been filled.

4. It is assumed that respondents were honest and felt free to give accurate responses due to the anonymous and confidential nature of the study.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

With relentless fervor, efforts to improve and upgrade education continue to flow. As part of an overall drive toward improvement, staff development has received much attention and is a significant avenue of opportunity for attempts to foster growth in staff.

Many researchers seem to agree on several key properties necessary for a successful, effective staff development program. According to researchers, an effective staff development program should include: (1) collaboration (in organizing and planning), (2) participation (by teachers and administrators in an active role), (3) planning, (4) assessment (based on true needs of staff), (5) focus, and (6) school-based approach (Burden and Wallace, 1983).

A key concept with effective staff development seems to be within the title of the term itself: development. However, even with a thorough understanding of the above list of items deemed necessary for a successful program, much potential benefit can be lost through staff development efforts which are looked at as mere "training." In addressing this issue, Strong et al, wrote:

> Perhaps nothing has been so destructive to staff development as the label "training" -- it's an inappropriate metaphor for working with practicing professionals with 5 to 35 years experience (Strong, et al, 1990).

The avoidance of negative ramifications in staff development efforts, and the production of truly successful and effective staff development programs, calls for a deep understanding of precisely who the staff are. This particular view should include a thorough understanding of professional adults and how they develop. With such knowledge, it would be possible to "tailor" the staff development offerings to the various needs of the staff (Burden and Wallace, 1983).

Numerous researchers have delved into the intricacies of professional development, and how a better understanding of such dynamics might provide insight applicable to a staff development program and/or teacher supervision. One major theme throughout such research efforts in that of phases--or stages --of development.

Stages of Development

One of the earliest to shed light on stages of teacher development was Fuller (1969) who described three phases of teacher development. These three phases, or areas of concern, were termed: (1) self, (2) self as teacher, and (3) pupils. Later, Fuller et al. (1974) delineated four areas of teacher concerns, progressing from: (1) preteaching concerns, to (2) early concerns about self, to (3) teaching situation

concerns, and finally to (4) concerns about pupils.

Evidence of three stages of development in the early years of teaching careers surfaced in research by Burden (1981). In his work, he identified the first stage as a "survival stage", which generally occurred during the first year. In this stage, teachers reported:

> ...their limited knowledge of teaching activities and environment; they were subject-centered and felt they had little professional insight; they lacked confidence and were unwilling to try new methods; they found themselves conforming to their preconceived image of "teacher" (Burden, and Wallace, 1983).

The second stage purported by Burden was what he termed an "adjustment stage" and occurred during the second through fourth years (Burden, 1981). In this stage, teachers reported they were:

> ...learning a great deal about planning and organization about children, curriculum and methods. They started to see complexities of children and sought new teaching techniques to meet the wider range of needs they were seeing. The teachers became more open and genuine with children and felt they were meeting children's needs more capably. The teachers gradually gained confidence in themselves (Burden and Wallace, 1983).

The third stage noted by Burden is called the "mature stage" (Burden, 1981). This stage includes those in their fifth-year and outside. Teachers here stated:

> ...they had a good command of teaching activities and the environment. They were more child-centered, felt confident and secure, and were willing to try new teaching methods. They found they had gradually abandoned their image of "teacher," had gained professional insight and felt they could handle most new situations that might arise (Burden and Wallace, 1983).

Additional research noted by Burden and Wallace denotes supportive theories of career stages such as the following four-stage model with partial descriptions:

> (1)--transition stage--...low sense of efficacy; elemental teaching; learning about pupils; learning basic skills of managing and organizing, (2) --exploring stage--...sense of efficacy in using basic skills of teaching; manages instruction effectively, (3)--invention and experimenting stage--...tries major strategies and techniques, seeks opportunities for development, ...developing critical judgment, and (4)--professional teaching stage-- ...problem-solving skill(s)... able to teach other teachers and be creative (Burden and Wallace, 1983).

In his work on the theory of developmental supervision, Glickman espouses a two-dimensional approach to determine comprehensively the stage of development in which a teacher resides. On one continuum lies the concept of "commitment" which refers to the amount and type of teacher concern. On the other continuum is "abstract reasoning" which refers to the ability (or lack of it) to stand back and look at problems, foresee potential solutions, and initiate said solutions (Glickman, 1980).

Glickman's two-dimensional model produces quadrants into which a teacher may be categorized, with the intention of applying optimum supervision to match teacher need. While the

quadrants provide interesting insight, a more simplified overview of Glickman's work is in order for purposes of this study. Such a simplified, linear model of stages of development exists when looking at Glickman's "level of commitment" continuum. Here he isolates three progressive stages, and--based on teacher concerns--labels them (1) self adequacy, (2) classroom, and (3) other students and teachers (Glickman, 1980).

Glickman also discusses research which points out different levels of concerns of teachers regarding the topic of classroom innovations. These three stages are within the general framework of other levels of development, and are as follows:

> (1) Orientation concerns, (i.e., what is the innovation and why should I do it?), (2) integration concerns, (i.e., I'm interested in the new ideas, know something about it, how do I do it?), and (3) refinement concerns (i.e., I'm doing it and want to make it better). (Glickman, 1985).

One very significant point brought out by Glickman, not mentioned by most researchers inquiring about stages of development, is that a stage of development is not necessarily reached and achieved on a permanent basis, but may change and fluctuate depending on numerous factors (Glickman, 1980). Such change-inducing factors can include new teaching assignments, new work environments and/or situations, as well as changes of events in the personal lives of teachers.

Bloom and Jorde-Bloom (1987) also point out that step by

step progression from one stage to another may not be what realistically occurs. They note that many studies of stages of development seem to have an implied assumption that persons must attain competence at a particular level in order to advance to the next stage. Also, little attention is paid to those in the profession who may progress chronologically without progressing in other ways developmentally. Further, not only do all teachers not experience the developmental aspects associated with each stage, those that do, experience such elements with varying degrees of intensity (Bloom and Jorde-Bloom, 1987).

In-depth research by Leithwood (1990) led to his delineation of three separate areas of development, with interrelating dimensions, to help form a comprehensive explanation of a teacher's development. Leithwood labels these three areas, each of which has its own stages, as <u>psychological development</u>, <u>development of professional expertise</u>, and <u>career cycle development</u>.

Leithwood's "Development of Professional Expertise" parallels, in effect, other models of teacher concerns, as the first four stages deal with a teacher's survival, competency, flexibility, and expertise, then progress to out-of-classroom concerns toward other teachers' growth plus broad range decision making (Leithwood, 1990). Similar to Glickman and others in acknowledgement of conceptual ability or complexity, Leithwood also believes it is impossible to ignore "Psychological

Development" when considering the development of a teacher. Mention is made of evidence existing which indicates teachers tend to stabilize in the central stages of psychological development, and that it is a mistake to assume that psychological development is automatically completed by adulthood (Leithwood, 1990).

"Career Cycle Development", as espoused by Leithwood, has the following five stages: (1) launching the career, (2) stabilizing, developing mature commitment, (3) new challenges and concerns, (4) reaching a professional plateau, and (5) preparing for retirement, focusing (Leithwood, 1990). Each stage is interrelated to facets of psychological and professional expertise development, and varying degrees and types of experiences within each stage are possible for each and every teacher.

While all research mentioned heretofore is of an appropriate and significant nature in the understanding of teacher development, none goes far enough toward the need to measure and define teacher career stages adequately as well as the needs associated with those stages (McDonnell, Christensen, Price, 1989). In an effort to fill such a void, Burke, Christensen, and Fessler (1984) have developed a working model of stages in the careers of teachers, with corresponding instruments to measure teachers' stages and their associated needs.

The Teacher Career Cycle Model

The Teacher Career Cycle Model (see Figure 1, page 16) is designed to attempt to describe the dynamic, cyclical nature of teachers' careers. Rather than moving in a fixed, predictable pattern of steps, the model reflects the complex nature of the profession, plus numerous potential influences within an organization and/or one's own personal life situation; all of which can have a solid effect and bearing on the determination of a specific career stage (McDonnell, Christensen, Price, 1989).

The Teacher Career Cycle Model is composed of three spheres; two of which relate to environments with the third relating to career stages. The model indicates influences are able to flow back and forth from an environment to the career cycle. The titles of the spheres are: "Personal Environment" and "Organizational Environment" with the central focus of the model being the sphere called "Career Cycle" (Burke, Christensen, and Fessler, 1984).

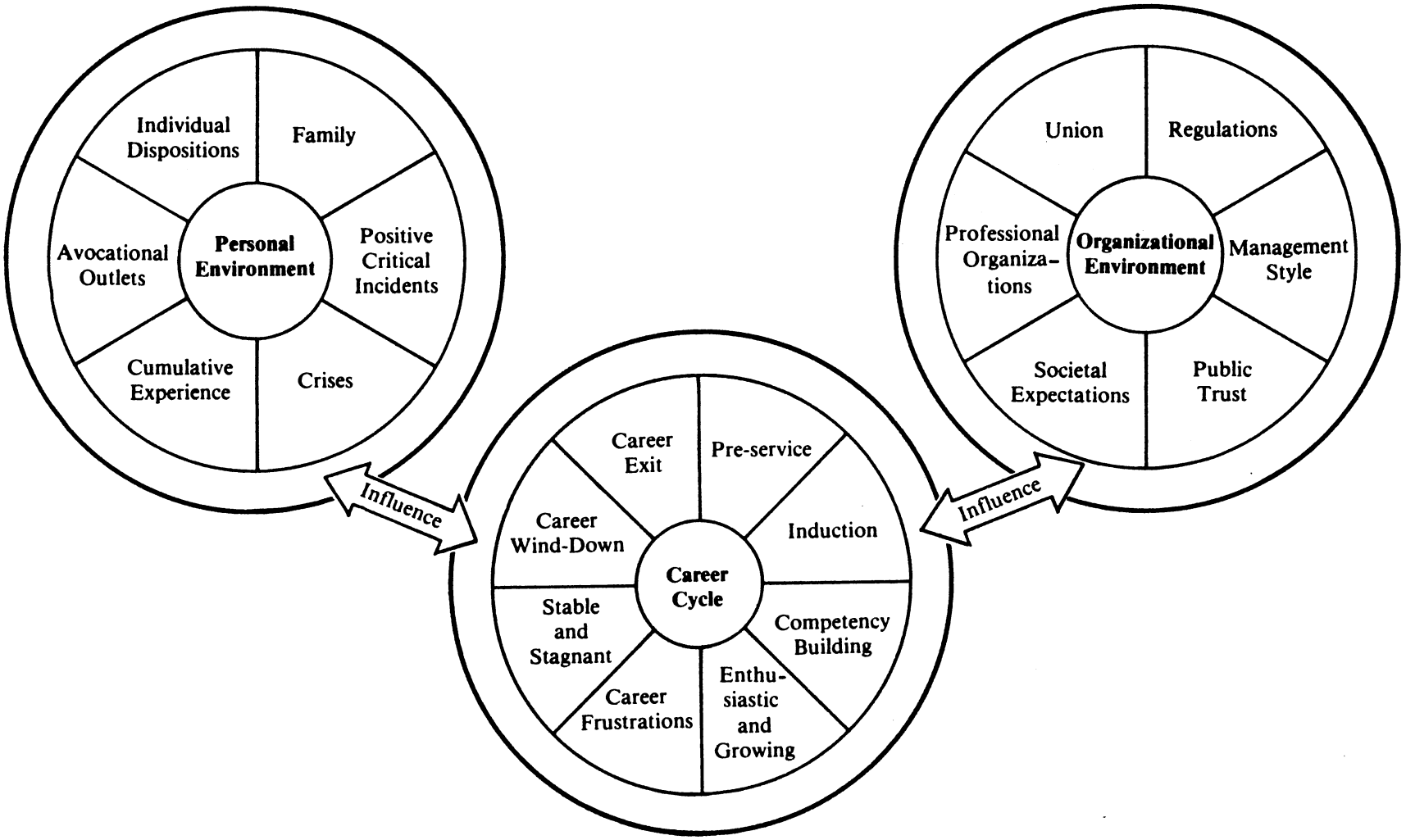

Figure 1. Teacher Career Cycle Model (Burke, et al., 1984, p. 10)

Components of the Career Cycle portion of the Teacher Career Cycle Model are as follows:

> PRESERVICE--Usually indicative of preparation for a professional role, or retraining for another assignment. INDUCTION--Generally the first few years of employment, or when changing assignments, teachers here are being socialized into the system, and are striving for acceptance from peers, students, and supervisors. COMPETENCY BUILDING--Here teachers strive to improve skills, seeking out new materials, methods, and strategies. These teachers are receptive to new ideas, attend workshops willingly, and enroll in graduate level courses on their own initiative. ENTHUSIASTIC AND GROWING--A high level of competence is achieved, yet teachers continue to progress professionally. These teachers love their jobs and the interaction with students. They look forward to going to their school, and seek new ways of enriching their teaching. CAREER FRUSTRATION--Teachers here are frustrated and disillusioned with teaching. Lowering job satisfaction occurs, with self-questioning about the reasons for doing this kind of work. Teacher burnout occurs in this stage, as well as negative feelings associated with the enacting of reduction-in-force policies. STABLE BUT STAGNANT--Teachers here put in "a fair day's work for a fair day's pay." They do little more than what is expected of them. They may perform acceptably, but do not pursue excellence and growth, and are rarely motivated to participate in anything at much more than a surface level. CAREER WIND-DOWN --These teachers are preparing to leave the profession. A pleasant period for some (positive reflection on a successful career), a bitter period for others (resentment at being forced to leave, or can not wait to leave an unrewarding job). This stage can last for a few weeks or several years. CAREER EXIT--This represents the time period after leaving the profession, for retirement or other reasons (McDonnell, Christensen, and Price, 1989).

It should be noted here that two of the eight stages were not considered appropriate for purposes of this study. As this study dealt with current teachers, the stages of

"Preservice" and "Career Exit" were not used since they deal with individuals either before or after their teaching service.

Because professionals have many various types of influences--both positive and negative--on their careers, all of which can greatly affect career progression, the model includes potential influences from the broad categories of personal environment and organizational environment.

The personal environment items listed in the model as having the potential for being interactive variables are:

> Family (support structures), positive critical incidents, (life) crises, cumulative experience (developmental life stages experienced by teachers), avocational outlets, and individual dispositions. It is possible that the aforementioned items may individually or collectively impact a teacher's career cycle, and do so with varying degrees of intensity (McDonnell, Christensen, and Price, 1989).

The organizational environment items listed in the model as having the potential for influencing the career cycle are:

> Regulations (school), management style (of administrators and supervisors), public trust (from community), societal expectations, (activities of) professional organizations (union), and union (atmosphere present in the school system) (McDonnell, Christensen, and Price, 1989).

From this research-based model, Burke, Christensen and Fessler have developed the Career Stages Assessment Inventory, which includes four separate instruments. These questionnaires were designed to measure at which particular stage a teacher may reside, and what items actually influence and

motivate an individual teacher.

Level of Assignment

Those who have been a part of both elementary and secondary schools understand that different atmospheres exist in the two arenas. This is true for both students and teachers and has been verified by numerous research efforts.

Kauchak et al. (1984) noted differences between elementary and secondary teachers' attitudes toward student evaluations. Sistrunk (1981, 1986) and Johnson (1989) found differences between elementary and secondary teachers' preferences for supervisory behavior.

Feitler and Tokar (1981) conducted a study showing teacher stress to be greater at the secondary level, while job satisfaction was higher at the elementary level. Factors which may contribute to such differences include more academically dishonest high school students than elementary students (Brandes, 1986), and increased incidents of theft and assault after the elementary school years (Dodson and Evans, 1985).

On the topic of teacher development, Adams (1982) found elementary teachers able to foster more positive student behavior than secondary teachers. In their study of teacher concerns, Adams and Martray (1981) found numerous differences between elementary and secondary teachers with equal years of experience.

Although many similarities do indeed exist for elementary

and secondary teachers, many differences exist as well, making the inclusion of such statistical scrutiny prudent for any researcher wishing to infer results of a particular study to the educating populace at large.

Summary

Reviewed in Chapter II have been many of the research efforts designed to expound on the nature of teachers' stages of development and teachers' career stages, especially in relation to a successful staff development program. In addition, studies were mentioned which indicate existing differences between elementary and secondary teachers, and which helped to validate the importance of the inclusion of teachers' level of assignment as part of this research effort.

CHAPTER III

RESEARCH DESIGN

Introduction

This chapter describes the sample and population from which the sample was secured, as well as the instrumentation, collection of data, and analyses of data.

Population and Sample

The population for this study included elementary (K-6) and secondary (7-12) certified teachers in the state of Oklahoma, chosen by district from the 1990-1991 Educational Directory published by the Oklahoma State Department of Education. Those eliminated from consideration for inclusion in this study were counselors, librarians, administrators, and pre-kindergarten teachers. According to the Data Services Department of the Oklahoma State Department of Education, the list of available teachers for this study totaled approximately 35,000.

Each school district in the state directory was assigned a number based on alphabetical order. School districts were chosen for participation by using a table of random numbers (Witte, 1985). For those districts with more than one high school and/or elementary school, each school within the

district was given a number, and the table of random numbers was used again to select the individual school(s) for that district.

Approximately two percent (728) of the population was selected for the mailing, with a split of one percent elementary and one percent secondary teachers for the sample. In addition, school districts were selected on the basis of size of certified staff, with the sample split into three virtually equal groups of teachers from small districts (1-99 certified staff), medium-size districts (100-400 certified staff), and large districts (over 400 certified staff).

Since this study involved choosing teachers by district, and since a significant number of the nearly 600 school districts in Oklahoma are small rural schools, a simple random selection of school districts (without a delineation of size of districts) had the potential of creating a sample unrepresentative of Oklahoma teachers; many of whom work in medium and large school districts, which are fewer in number, thus less likely to be selected in a randomized process.

Table I on page 23 shows the breakdown by Level of Assignment and Size of School District for the distribution of questionnaires.

TABLE I

DISTRIBUTION OF QUESTIONNAIRES
BY LEVEL AND SIZE OF DISTRICT

Level	Size of District			
	Small	Medium	Large	
Elementary	117	126	118	*N*=361(49.6%)
Secondary	123	126	118	*N*=367(50.4%)
	N=240 (33%)	*N*=252 (34.6%)	*N*=236 (32.4%)	

The total number of usable instruments returned by respondents was 306, which amounted to a response rate of 43.6%. The number of elementary teachers responding totaled 157, or 51.3% of the returned instruments, while secondary teachers responding totaled 149, or 48.7% of the sample. Those responding from small districts totaled 87, with 90 from medium-size districts, and 129 from large districts, for percentages of 28.4, 29.4 and 42.2, respectively. The numbers and percentages of respondents by level and size of district are presented in Table II on page 24.

TABLE II

RESPONDENT POPULATION BY LEVEL
AND SIZE OF DISTRICT

Level	Size of District			
	Small	Medium	Large	
Elementary	44	52	61	*N*=157(51.3%)
Secondary	43	38	68	*N*=149(48.7%)
	N=87 (28.4%)	*N*=90 (29.4%)	*N*=129 (42.2%)	

The demographic characteristics of the respondents were, in some ways, similar to the target population. Shown in Table III on page 25 are a comparison of percentages between the sample and target populations regarding level of degree and gender.

TABLE III

RESPONDENT AND TARGET POPULATION DEMOGRAPHICS

Variable	Respondents	Target Pop.*
Bachelor's Degree	55.2%	52.6%
Master's Degree	44.5%	43.4%
Doctor's Degree	.3%	.01%
Females	81.0%	76.7%
Males	19.0%	23.3%

* Based on Oklahoma State Department of Education Professional Education Staff Summary for 1990-1991 School Year, p. 671.

Instrumentation

Self Selection of Career Stages

To determine the career stage of each respondent the Self Selection of Career Stages (SSCS) was used. The SSCS (see Appendix A) was developed by Judith C. Christensen of National Louis University in Evanston, Illinois, and others, who together form a group known as the Collegial Research Consortium, Ltd. (Burke et al., 1987).

The SSCS consists of six descriptive paragraphs which correspond to elements of the Teacher Career Cycle model (see Figure 1, page 16). While the original SSCS possessed eight

paragraphs to describe eight different stages, portions of the "preservice" and "career exit" stages have been appropriately edited into an adjoining stage, or simply removed from the latest form of the instrument by the authors. Such a change was wholly acceptable for purposes of this study, as it was not necessary to measure those not yet in the profession, nor those already out of the profession.

The descriptions in the SSCS are actually composites which were derived from a thorough review of adult development and literature on teacher careers, as well as interviews with teachers (Christensen, et al., 1983). Respondents must simply read each paragraph and choose the description which they feel best represents their actual career stages.

In addition to the change mentioned earlier regarding the removal of two of the original eight stages, pilot testing (by Collegial Research Consortium, Ltd.) of the instrument provided insight into another helpful alteration. While respondents indicated virtually no difficulty choosing their career stage from the paragraphs given, several did object to the titles for each stage, which were originally put on the instrument. When researchers removed the labels from the questionnaire, they encountered no more problems in its use (Burke, et al., 1987). Estimates for Test-retest reliability for the SSCS have ranged from .7 to .8 (McDonnell, Christensen, and Price, 1989).

Personal/Organizational Influences Inventory (P/OII)

The Personal/Organizational Influences Inventory, or P/OII (See Appendix B), also developed by Christensen and others, was created to ascertain respondents' perceptions of both personal and organizational influences on their careers (Burke, et al., 1987). The instrument consists of 28 items, with a seven-point scale response format, in which respondents indicate the extent of positive or negative influence on their careers. Items on the questionnaire were gleaned from pertinent literature and from the "experience of the researchers involved in the project" (Burke, et al., 1987).

Statistical analyses were conducted by members of the Collegial Consortium, Ltd., in order to determine internal consistency estimates of reliability. A screening process using "common factor" factor analysis produced eight factors which accounted for 85.4% of the variance. These eight factors (with their alpha coefficients in parentheses) were: 1) Community (.90), 2) Administrators (.88), 3) Personal Crisis (.82), 4) Family (.81), 5) Professional Development (.78), 6) Personal Fulfillment Goals (.87), 7) Union (.65), and 8) Job Security (.72) (Price, 1986).

Validity of the P/OII is further suggested by the results obtained in a 1987 study which indicates the following three significant discriminant functions: 1) Personal Needs and Goals, 2) Acceptance by Management and Community, and

3) Extrinsic Support Mechanisms (Burke et al., 1987). Construct validity within the P/OII is evident by virtue of the results from the second study showing the P/OII discriminating among separate groups of teachers in terms of reported career influences (Price, 1991).

Data Collection

Each principal of a selected school in the sample population was mailed a packet which included a cover letter (see Appendix C) to explain the research effort (this was in addition to a previous telephone call to secure permission and cooperation), and the instruments to be distributed to teachers in a manner as randomly as possible (there were somewhat fewer instruments than teachers for each school). The packets for teachers included a cover letter (See Appendix C), an instructions page, a demographics page (see Appendix D), the SSCS (see Appendix A), the P/OII (see Appendix B), plus an addressed, stamped envelope with which teachers were to return their responses to the author via U.S. Mail.

The instruments were mailed on May 9, 1991. After one week, a follow-up letter was distributed to principals, along with follow-up letters for distribution to the teachers (see Appendix C). The letters thanked those who had responded and asked those who had not responded to please do so.

Scoring of Instruments

Both instruments were scored with extreme ease as each simply required the entering of responses into a computer for statistical analyses. With the SSCS, teachers chose one paragraph which best described their current career stage. With the P/OII, their responses to the seven-point likert scale format, for each of the 28 items, was likewise entered into a computer to determine a mean score for each question, from which the various statistical analyses were possible.

Statistical Treatment of the Data

The 28 items on the P/OII were subjected to varimax rotation and factor analysis. These procedures eliminated items number 2, 6, 7, 10, and 20 on the P/OII (see Appendix B) as their loadings were less than the $\pm$.30 value designated as necessary for estimating internal consistency reliabilities. The results then indicated three factors with eigenvalues greater than 1.0. These three factors appear to represent teachers' perceptions of career influences in relation to the following: 1) Out of Classroom, 2) Organization, and 3) Union (see Appendix F).

Two-way factorial analyses of variance were used for the testing of hypotheses, and for the examination of necessary data to determine the existence of significant differences between population means. Level of assignment and career

stage (SSCS) constructs served as the independent variables, while the dependent variables were the factors previously referred to as Out of Classroom, Organization, and Union.

When a significant difference between groups was noted, the Bartlett Test for Homogeneity of Variance was calculated to ascertain the validity of significance. Further, where significance and homogeneity of variance was discovered, the Tukey HSD test was conducted to determine exactly where, and to what extent, any significant differences existed.

Additional information for this study was provided by the computation of one-way analyses of variance and *t* tests to discover any significant differences in responses to the three factors based on respondents' demographic data. In those situations where the Bartlett Test indicated the need for a nonparametric procedure, the Kruskal-Wallis Test was used in place of one-way ANOVAs and the Mann-Whitney *U* Test was used in lieu of *t* tests.

Descriptions of Factors

Factor 1, Out of Classroom, included P/OII items which were related to family, community, personal needs/activities, plus work-related items which this sample viewed as more personal than organizational in nature. Family-related items in factor 1 included those such as P/OII items #16 Family Financial Situation and #21 Family Expectations for Time and Priorities. Community-related items in this factor included

#23 Need for Community Acceptance and #27 Community Commitment to School Improvement. Personal needs/activities in factor 1 involved items which dealt with teachers' personal lives and behavior, and included #3 Volunteer Activities, #14 Personal Life Goals and Aspirations, and #17 Interpersonal Relationships with Friends.

Unique within factor 1 was this sample's tendency to view three work-related items as outside the classroom and organizational structure of the school. These three items were #1 Professional Development Experiences, #13 Research on Effective Teaching, and #22 Assignment of Teaching Responsibilities. While items #1 and #13 can and do involve performance within the classroom, these teachers apparently viewed the items as more personal in nature. The fact that the sample viewed #22 as a non-classroom/organizational item is an indication that the assignment of teaching responsibilities was perceived as having more to do with personalities and human interaction within a building than with organizational structure.

Factor 2, Organization, included three items related to principals, plus one additional item which the sample also viewed as related to the school organization. The three P/OII items involving principals were #5 Principal's Support of Teachers, #15 Philosophical Agreement with Principal, and #24 Principal's Management Style. The additional item in factor 2, which the sample viewed as organizational in nature, was

#12 Support for Teachers by Professional Associations (not union).

Factor 3, Union, involved four items, all of which related to issues pertaining to teacher unions. The four P/OII items in this factor were #9 Teacher Union Relationship with Administration and School Board, #11 Personal Opportunities for Union Leadership, #18 Teacher Union Position on Issues, and #19 Teacher Union Protection of Teacher Security.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

Reported in this chapter are the results of analyses of data from 306 respondents who returned usable instruments. The instrument given each respondent, labeled Career Stage/ Influence Questionnaire, contained a cover letter, an instruction sheet, the Self Selection of Career Stages (SSCS) and the Personal/Organizational Influences Inventory (P/OII).

The SSCS involved teachers selecting--from among six paragraph descriptions of different career stages--the one stage which best described their current status. The P/OII was intended to determine the existence of personal and/or organizational influences on teachers' careers, and the extent to which those influences had a positive or negative impact upon their careers.

The purpose of this study was to ascertain whether or not teachers at different career stages reported significantly different types of impacts (positive, negative, or none) with regard to personal and organizational influences upon their careers. Such information may prove useful for planners of staff development and for supervisors of teachers.

Data were analyzed by use of two-way factorial analyses

of variance. The Bartlett Test for Homogeneity of Variance was used to verify significance, and the Tukey HSD was calculated when significance was discovered, in order to determine precisely where, and to what extent, significant differences existed between population means.

Additional information for this study was provided by the computation of one-way analyses of variance and *t* tests to discover any significant differences in responses to the three factors, based on respondents' demographic data. In those situations where the Bartlett Test indicated the need for a nonparametric procedure, the Kruskal-Wallis Test was used in place of one-way ANOVAs, and the Mann-Whitney *U* Test was used in lieu of *t* tests. All statistical analyses were obtained by use of the Systat computer software program (Wilkinson, 1989).

The presentation of results will entail the following five sections: 1) Demographic Data, 2) Career Stage (SSCS) Data, 3) Career Influences (P/OII) Data, 4)Statistical Analyses, and 5) Additional Data Analyses (using Demographic Data in order to enhance understanding).

Demographic Data

The demographic data will be presented under the following two subtitles: Personal Information and Professional Information.

Personal Information

The average age of respondents was 40.4, ranging from a low of 22 years, to a high of 62 years. Eighty-one percent of the sample were female and 19% were male. Those who reported a married status totaled 83.3%, while those who reported being unmarried totaled 16.7%. Table IV shows data on personal information.

TABLE IV

PERSONAL INFORMATION

Variables	Frequency	Percentage
Age in Years		
22-32	74	24.2
33-42	101	33.0
43-52	97	31.7
53-62	34	11.1
Gender		
Female	248	81.0
Male	58	19.0
Marital Status		
Married	255	83.3
Unmarried	51	16.7

Professional Information

The average number of years of total teaching experience was 13.7, with a range from 1 to 33 years. As for the number of years in their current positions, the average was 8.2, ranging from 1 to 33 years. The sample was nearly even regarding level of assignment, with 51.3% elementary teachers and 48.7% secondary teachers. For school location, 17.6% listed urban or suburban (over 500,000 population or part of an urban fringe), 44.1% listed city (between 5,000 and 500,000 population), and 38.2% listed rural (under 5,000 population). Percentages regarding the size of each respondent's school district were small district (1-99 certified staff) 28.4%, medium-sized district (100-400 certified staff) 29.4%, and large district (over 400 certified staff) 42.2%. The levels of education within the sample show 55.2% with Bachelor's Degrees, 44.5% with Master's Degrees (including those with post-Master's Degrees or Specialist's Certificates), and .3% with Doctor's Degrees. These and other demographic data are presented in Table V on page 37.

TABLE V

PROFESSIONAL INFORMATION

Variables	Frequency	Percentage
Total Experience in Years		
0-9	103	33.7
10-19	128	41.8
20-29	68	22.2
30-39	7	2.3
Years in Current Position		
0-9	193	63.1
10-19	94	30.7
20-29	15	4.9
30-39	4	1.3
Level of Assignment		
Elementary	157	51.3
Secondary	149	48.7
School Location		
Urban/Suburban	54	17.6
City	135	44.1
Rural	117	38.2
District Size		
Small	87	28.4
Medium	90	29.4
Large	129	42.2

TABLE V (Continued)

Variable	Frequency	Percentage
Degree		
Bachelor's	169	55.2
Master's	136	44.5
Doctor's	1	.3
Organization Membership		
AFT/OFT	1	.3
NEA/OEA	206	67.3
Other	82	26.8
None	17	5.6

Career Stage Data

Responses to the Self Selection of Career Stages (See Appendix A) indicated a majority of the sample, 45.8%, considered themselves to be best described as belonging to stage three or the Enthusiastic and Growing stage. The next highest percentage, 21.9, occurred in stage two or Competency Building. The other four stages showed roughly equal responses: Stage one, Induction, was chosen by 9.2%, stage four, Career Frustration, was at 6.5%, stage five, Stable but Stagnant, contained 8.2%, and stage six, Career Wind-Down, had

8.5%. Table VI depicts the career stages of the sample, with a percentage comparison to results of a 1987 study by the Collegial Consortium, Ltd.

TABLE VI

CAREER STAGE CLASSIFICATIONS WITH COMPARISON TO PREVIOUS STUDY

Variable	This Study		1987 Nat'l Study*
	f	%	%
1) Induction	28	9.2	3.7
2) Competency Building	67	21.9	19.8
3) Enthusiastic and Growing	140	45.8	48.2
4) Career Frustration	20	6.5	6.3
5) Stable but Stagnant	25	8.2	10.0
6) Career Wind-Down	26	8.5	7.6

*(Burke, Christensen, Fessler, and McDonnell, 1987, p. 29)

As noted above in Table VI, a comparison of percentages indicates the results of this study reflect those of a nation-wide study conducted by the Collegial Consortium, Ltd. Their study involved a random selection of 3,600 teachers from a national list of 1,500,000 teachers (Burke, et al., 1987).

Career Influences Data

The Personal/Organizational Influences Inventory (See Appendix B) provided respondents with 28 items which may or may not have been regarded as current impacts upon their careers. The seven-point scale allowed a choice for each of the 28 items, ranging from three varying degrees of negative impact, through "no influence," to three varying degrees of positive impact upon their careers. The responses to the P/OII are shown in Appendix E.

Statistical Analyses

In order to study the relationship of Levels of Assignment and Career Stages with influences on teachers' careers, a two-way factorial analysis of variance was performed on each of the three factors (Out of Classroom, Organization, Union) derived from a factor analysis of the P/OII. Where significance was discovered, the Bartlett Test for Homogeneity of Variance was conducted to ascertain homogeneity of variance, which test also produced the Between/Within Groups Probability indicating rejection of, or failure to reject, the null hypotheses. Where significant differences were found the Tukey HSD test was conducted to determine precisely where, and to what extent, significant differences existed between population means.

In the calculation of each factorial ANOVA (2 X 6), Level

of Assignment (elementary/secondary) served as one categorical variable, while Career Stage served as the other categorical variable. The three factors derived by factor analysis from the P/OII (Out of Classroom, Organization, Union) served as the continuous, dependent variables. Since Level of Assignment and Career Stage were already in a categorized format, no categorization of independent variables was conducted.

Examination of factor 1, Out of Classroom, indicated no significant interaction between Level of Assignment and Career Stage. Results did show, however, significance ($p < .05$) at each of the main effects of Level and Stage, as shown in Table VII on page 42. The Bartlett Probability was .257 (>.05) indicating homogeneity of variance, and the Between/Within Groups Probability was .021 (<.05) showing rejection of the null hypothesis and support for the significance at the main effects of Level and Stage depicted in Table VII on page 42.

TABLE VII

FACTOR 1--OUT OF CLASSROOM--AND LEVEL OF ASSIGNMENT/CAREER STAGE

Source	SS	DF	MS	F	P
Level	1733.320	1	1733.320	13.820	0.000*
Stage	3421.755	5	684.351	5.456	0.000*
Level x Stage	538.608	5	107.722	0.859	0.509
Error	36873.652	294	125.421		
Total	42567.335	305	2650.814		

*$p < .05$

A computation of the Tukey HSD test produced a 2.96 critical range for pairs of means. A comparison of means in Level of Assignment shows elementary teachers with a mean of 76.45 and secondary teachers with a significantly different mean of 70.38, as presented in Table VIII on page 43.

TABLE VIII

MEANS FOR LEVEL OF ASSIGNMENT IN FACTOR 1--OUT OF CLASSROOM

Level	Mean
Elementary	76.45
Secondary	70.38

A comparison of means within the Stage variable show teachers at stages one, two, and three (76.19, 77.15, and 77.80) to be significantly different from stages four, five, and six (71.69, 67.85, and 69.84), but not from each other. Further, while the stage four mean was not significantly different from the stage six mean, and the stage six mean was not significantly different from the stage five mean, the stage four mean was significantly different from that of stage five. Table IX on page 44 shows the means for each of the six stages followed by Table X, also on page 44, with a depiction of actual differences between each of the stages plus a notation of precisely where the significant differences exist.

TABLE IX

MEANS FOR CAREER STAGES IN
FACTOR 1--OUT OF CLASSROOM

	Stage					
	One	Two	Three	Four	Five	Six
Mean	76.19	77.15	77.80	71.69	67.85	69.84

TABLE X

ABSOLUTE MEAN DIFFERENCES BETWEEN STAGES
FOR FACTOR 1--OUT OF CLASSROOM

	Stage					
Stage	One	Two	Three	Four	Five	Six
One	----					
Two	0.96	----				
Three	1.61	0.65	----			
Four	4.50*	5.46*	6.11*	----		
Five	8.34*	9.30*	9.95*	3.84*	----	
Six	6.35*	7.31*	7.96*	1.85	1.99	----

* > Tukey HSD (2.96)

Examination of factor 2, Organization, indicated no significance at the interaction or main effects of Level of Assignment and Career Stage as shown in Table XI.

TABLE XI

FACTOR 2--ORGANIZATION--AND LEVEL
OF ASSIGNMENT/CAREER STAGE

Source	SS	DF	MS	F	P
Level	33.715	1	33.715	1.343	0.247
Stage	270.777	5	54.155	2.158	0.059
Level x Stage	31.465	5	6.293	0.251	0.939
Error	7379.490	294	25.100		
Total	7715.447	305	118.723		

Examination of factor 3, Union, indicated no significant interaction between Level of Assignment and Career Stage, as well as no significance at the main effect of Career Stage. While significance was indicated at the main effect of Level of Assignment, as shown in Table XII on page 46, and the Bartlett Probability indicated homogeneity of variance at .093 (>.05), the Between/Within Groups Probability was .120 (>.05) indicating failure to reject the null hypothesis. The significance noted in Table XII is therefore suspect.

TABLE XII

FACTOR 3--UNION--AND LEVEL OF ASSIGNMENT/CAREER STAGE

Source	SS	DF	MS	F	P
Level	99.598	1	99.598	5.723	0.017*
Stage	148.886	5	29.777	1.711	0.132
Level x Stage	42.323	5	8.465	0.486	0.786
Error	5116.509	294	17.403		
Total	5407.290	305	155.243		

*p <.05, Btwn/Wthn Groups p =.120 (>.05), Significance Suspect

Additional Data Analyses

In order to further examine data for information regarding career influences, demographic data were analyzed with the three factors derived from items on the P/OII (Out of Classroom, Organization, Union) and with the six career stages on the SSCS. Where demographic data were already grouped into two categories (ex: male and female), t tests were performed. One-way analyses of variance were performed where demographic data were already in three categories (ex: small, medium, and large districts) or where continuous data were categorized into three groups (all categorization, as nearly as possible,

was based on a one-third cumulative percentage in each of the three groups). Nonparametric tests were performed in those instances where the Bartlett Probability indicated such a necessity.

Demographic Areas Yielding Significance with the P/OII

The demographic areas of gender, school location, size of school district, and teacher organization affiliation yielded significance with one or more of the three factors (Out of Classroom, Organization, Union). Those demographic areas producing no significance were age, marital status, total years of teaching experience, years in current position, and level of education. This section of the study will only include a statistical look at those demographic areas yielding significance.

Gender. The totals for the two gender categories were female, 248, and male, 58. Significance was discovered with all three factors from the P/OII.

On factor 1, Out of Classroom, the Bartlett Probability (.016) indicated the necessity of a nonparametric procedure. The Mann-Whitney *U* Test was used and produced a value of 9583.5. Due to the size of the sample, it was necessary to then approximate the *U* with a *z* ratio by use of a formula (Witte, 1985, p. 280). The resulting observed *z* was more negative than the critical *z* of -1.96 (using a .05 level of

significance), thus indicating the results for factor 1 contained significantly different means between the two gender populations. Table XIII shows the means and *z* score for gender with factor 1.

Factor 2, Organization, yielded significance with a *t* of 2.87 as shown in Table XIII. Females had a mean of 20.94 while males had a mean of 18.85.

Factor three, Union, produced a *t* indicating significance (2.96) as shown in Table XIII. Females reported a mean of 17.29 and males reported a mean of 15.50.

TABLE XIII

SUMMARY OF SIGNIFICANCE FOR GENDER AND P/OII

Factor	Female		Male		*t*(*z*)
	M	SD	M	SD	
1--Out of Classroom	76.84	12.12	70.69	9.28	(-3.96)*
2--Organization	20.94	5.05	18.85	4.75	2.87**
3--Union	17.29	4.25	15.50	3.74	2.96**

*z <-1.96, **t > 1.96

School Location. School location (urban, suburban, city, or rural) was assessed for accuracy on the basis of the majority of responses from each school building. In some cases, a few respondents reported a different school location than did the majority of respondents from the same school. In those instances, all responses from affected schools were assigned the school location category which had been chosen by the majority of respondents from those schools.

After verifying each of the 34 schools in the sample had the same school location entered in the Systat software program, and after assigning urban and suburban to the same category, the resulting groups were as follows: Group one, urban/suburban, $N = 54$; group two, city, $N = 135$; group three, rural, $N = 117$. This demographic item produced significance with factors 2 and 3, Organization and Union.

With factor 2, Organization, the one-way ANOVA produced a Bartlett p of .008 (<.05) indicating that a nonparametric procedure was needed. The Kruskal-Wallis was employed, with the result being a value of 6.79 (chi-square$_{crit}$ = 5.99) indicating significance. The means for the three groups were urban/suburban 21.33, city 21.19, and rural 19.43. The Kruskal-Wallis ANOVA does not allow one to truly identify where the significant differences exist, just that one or more significant differences are present (Witte, 1985).

With factor 3, Union, the one-way ANOVA yielded a p of .024 (<.05) indicating significance, as shown in Table XIV.

The means for the three groups were urban/suburban 18.37, city 16.68, and rural 16.62 (Tukey HSD = 1.73).

TABLE XIV

SCHOOL LOCATION AND P/OII

Source	SS	DF	MS	F	P
Location	131.771	2	65.885	3.783	0.024*
Error	5277.589	303	17.418		
Total	5409.360	305	83.303		

*$p < .05$

Size of School District. Size of school district (small, 1-99 certified staff; medium, 100-400 staff; large, over 400 staff) was assessed for accuracy on the basis of the majority of responses from each school building. In some cases, a few respondents reported a different size of school district than did the majority of respondents from the same schools. In those instances, all responses from affected schools were assigned the size of school district category which had been chosen by the majority of respondents from those schools.

After verifying each of the 34 schools in the sample had the same size of school district entered in the Systat software program, the resulting groups were as follows:

Group one, small district, N = 87; group two, medium-size district, N = 90; group three, large district, N = 129. Analyses with size of school district produced significance on factors 2 and 3 (Organization, Union).

The one-way ANOVA used for factor 2, Organization, and size of school district, yielded a p of .004 (<.05). The Bartlett p of .001 (<.05), however, indicated the necessity of a nonparametric test. The Kruskal-Wallis ANOVA was then employed and produced a statistically significant value of 6.833 (chi-square$_{crit}$ = 5.99). The means for the three groups were small 20.77, medium 19.10, and large 21.39.

Results from the one-way ANOVA conducted for factor 3, Union, and size of school district, produced a p of .018 (<.05), yet a Bartlett p of .048 (<.05). The nonparametric Kruskal-Wallis ANOVA was then used, which yielded a value of 6.28 (>5.99) indicating a significant difference between one or more of the means. The means for the three groups were small 16.51, medium 16.27, and large 17.74.

Teacher Organization Affiliation. The four areas of responses for teacher organization affiliation were categorized into two groups as follows: Group one, those belonging to either the AFT/OFT or the NEA/OEA (N = 207), and group two, those indicating either "None" or "Other" for their response to this demographic item (N = 99). Analyses for the two groups involved the use of t tests. Only one factor revealed

significant differences for teacher organization affiliation.

Results from the *t* test conducted for factor 3, Union, and teacher organization affiliation, indicated a significant difference ($t = 3.01$, $t_{crit} = 1.96$) between those who belonged to the AFT or NEA, and those who did not. The results of this test are shown in Table XV.

TABLE XV

TEACHER ORGANIZATION AFFILIATION AND P/OII

Source	M	SD	*t*
AFT/NEA	17.45	4.31	3.01*
Other/None	15.92	3.82	

*$p < .05$

Demographic Areas Yielding Significance with the SSCS

Analyses were conducted using the career stage data as the dependent variable and the demographic data as the independent variables (individually), in order to learn more from the information within this study. One-way analyses were

conducted when the demographic categories were in groups of three and *t* tests were used when there were two groups. The nonparametric Kruskal-Wallis was necessary in one situation to determine the existence of significance. Data with significance will be presented in the order in which the different categories appeared on the demographic sheet within the questionnaire. Those areas indicating significance were age, experience, years in current position, and level of education. Those not showing significance were gender, marital status, level of assignment, school location, size of school district, and teacher organization affiliation.

Age. Categorizing was conducted on the basis of one-third cumulative percentage grouping (ages 22-35, 36-45, and 46-62). A one-way analysis of variance indicated significance with a probability of .000. The Bartlett *p*, however, was .001 (<.05) indicating the need for a nonparametric test. Using the Kruskal-Wallis ANOVA, significance was discovered with a Kruskal-Wallis Test Statistic of 65.79 (p =.000), which was greater than the critical value of 5.99. Although it is not possible to say precisely which means are significantly different from each other (Witte, 1985), this test does allow the determination of the existence of one or more significant differences between groups.

The means (all means within this section of the study were derived from the six career stages in the SSCS) for the

three age groups were as follows: 22-35 years = 2.35, 36-45 years = 3.17, and 46-62 years = 3.75.

Experience. Results from the analysis of variance for the independent variable of experience and the dependent variable of (career) Stage indicated significance with a probability of .000 (<.05), plus homogeneity of variance with a Bartlett *p* of .177 (>.05), as shown in Table XVI.

TABLE XVI

EXPERIENCE AND CAREER STAGE

Source	SS	DF	MS	F	P
Age	132.244	2	66.122	50.249	0.000*
Error	398.713	303	1.316		
Total	530.957	305	67.438		

*p <.05

With a Tukey HSD of .217, all three experience groups were significantly different from each other. Means for the three groups were 0-9 years = 2.20, 10-17 years = 3.28, and 18-33 years = 3.78.

Years in Current Teaching Position. The demographic area of years in current teaching position yielded significance with an ANOVA (p =.000, <.05) and homogeneity of variance with a Bartlett p of .256 (>.05), as shown in Table XVII.

TABLE XVII

YEARS IN CURRENT TEACHING POSITION AND CAREER STAGE

Source	SS	DF	MS	F	P
Yrs Cur Pos	87.708	2	43.854	29.978	0.000*
Error	443.249	303	1.463		
Total	530.957	305	45.317		

*p <.05

With a Tukey HSD of .229, all three groups yielded means significantly different from one another. The means are as follows: 0-4 years = 2.40, 5-10 years = 3.29, and 11-33 years = 3.64.

Level of Education. Table XVIII on page 56 depicts the significance resulting from the t test conducted for the groups with Bachelor's and Post-Graduate Degrees.

TABLE XVIII

LEVEL OF EDUCATION AND
CAREER STAGE

Level of Ed.	M	SD	*t*
Bachelor's	2.805	1.320	
			4.187*
Post-Graduate	3.425	1.241	

*$p < .05$

Demographic Areas Yielding Significance with the SSCS using Chi-Square Tests

In the computation of results involving the six career stages, the use of one-way ANOVAs is predicated upon the assumption of the dependent variable (the six career stages) serving as a continuous variable (an ordinal progression of stages). For those, however, who perceive the six career stages as independent, nonordinal categories, the use of chi-square tests would be necessary in lieu of parametric ANOVAs.

To accommodate the perspective of career stages as a categorical variable, chi-square tests were run with the demographic categories to learn more from the information within this study. Results were virtually identical to those obtained from the one-way ANOVAs, showing significance with the

categories of age, experience, years in current position, and level of education. These chi-square results are depicted in summary form in Table XIX.

TABLE XIX

SUMMARY OF SIGNIFICANCE FOR CHI-SQUARE TESTS WITH DEMOGRAPHIC DATA AND CAREER STAGES

Demographic Category	X^2	DF	P
Age	109.11	10	0.00
Experience	142.29	10	0.00
Years/Current Position	109.76	10	0.00
Level of Education	32.12	5	0.00

*$p < .05$

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Presented within this chapter is a summary of the research data gathered and analyzed for this study, plus conclusions made from interpretations of the data, and recommendations for practice and further research based on information gained from the data.

The objective of the study was to explore the differences between teachers of various career stages and teachers at the elementary and secondary level, regarding their personal environmental and organizational environmental influences. In so doing, it was hoped that the existence of any link between career stage and/or level of assignment, and personal environmental and organizational environmental influences, could be determined to assist those responsible for staff development planning or supervision of teachers.

Toward the objectives of this study, two survey instruments were employed which enabled respondents to reply anonymously, and return the instruments by U.S. Mail. Both of the questionnaires were developed by a team of educators/researchers/statisticians, who put forth extensive and comprehensive

efforts toward the creation of the instruments (Burke et al., 1987), and together form a group known as the Collegial Research Consortium, Ltd. (McDonnell, Christensen, Price, 1989).

The first instrument, Self Selection of Career Stages (SSCS), involved respondents reading six paragraphs, each paragraph being a description of characteristics of a particular career stage, and choosing one of the six paragraphs as the best description of their current career stage.

The second instrument, the Personal/Organizational Influences Inventory (P/OII), presented 28 items which have been identified by research to be possible influences on teachers' careers. Respondents were able to individually choose the degree to which each of the 28 items was an influence on their careers.

Permission to use the SSCS and the P/OII was granted in a telephone conversation with Dr. Judith Christensen of National Louis University, Evanston, Illinois, on October 3, 1990. Dr. Christensen is a member of the Collegial Research Consortium, Ltd. (developers of the two instruments).

Distribution and Response

On May 9, 1991, packets were sent to building principals of the 34 Oklahoma schools randomly selected from a complete listing of Oklahoma schools. Schools were chosen on the basis of a two-dimensional approach for selecting the sample for the

study: 1) One-half elementary and one-half secondary teachers, 2) one-third from small districts (1-99 certified staff), one-third from medium-size districts (100-400 staff), and one-third from large districts (over 400 certified staff). The total number of questionnaires distributed was 728 or approximately 2% of the target population.

The office of each school had been previously contacted by phone and permission was granted to send the packet of questionnaires. Included in each principal's packet was a cover letter with instructions (See Appendix C), and the Career Stage/Influence Questionnaire for each teacher, which had attached to each an addressed, stamped envelope for return to the author via U.S. Mail.

Each building principal was to pass out the questionnaires to teachers in a random manner (for each building, there were fewer instruments than teachers), but was not to include librarians, counselors, administrators, and pre-kindergarten teachers. They were also asked to avoid distribution to teachers of only the middle school grades, in order to provide a clearer delineation between elementary and secondary teachers.

After one week, a packet of letters was sent to each building principal for distribution to the teachers. These letters thanked those who had responded, and asked those who had not responded to please do so. The one-week period, while short, was necessary due to the fact that many of the rural

schools were at or nearing the end of their school year.

The last questionnaire returned to the author was received in the mail on June, 15, 1991. The total number of usable instruments returned was 306, for a response rate of 42%. Twenty-seven instruments were returned unusable due to incomplete answers, or portions of the questionnaire missed or skipped. In addition, one librarian, two counselors, and one school nurse returned questionnaires; all of which were unusable due to their positions not being included in the sample for this study.

Regarding the 50% split in the distribution of instruments to elementary and secondary teachers, the sample possessed close to the desired proportion with 51.3% elementary teachers and 48.7% secondary teachers responding. The one-third split in the distribution of instruments to teachers of small, medium, and large districts resulted in a return rate of 28.4% for small, 29.4% for medium, and 42.2% for large districts.

Design of the Study

After reading a cover letter explaining the research effort and requesting their assistance, each respondent read a sheet of instructions with the title Career Stage/Influence Questionnaire, asking them to do three things. First, they were to fill out the demographics page. Second, they were to read the six paragraphs on the SSCS and choose only one which

best described their current career stage. Third, they were to respond to each of the 28 items on the P/OII indicating the degree to which each potential career influence had a positive or negative impact, or no impact at all.

Responses to the list of 28 items in the P/OII were put through an exploratory factor analysis. Items with eigenvalues greater than 1.0 were rotated via varimax rotation. Those items with loadings more positive or less negative than .30 were retained. Those items eliminated from the original 28 on the P/OII were numbers 2, 6, 7, 10, and 20 (see Appendix B).

Results from the factor analysis yielded three factors which appeared to reflect perceptions teachers possessed regarding career influences. These three factors represented issues relating to items which were of a personal nature (factor 1, Out of Classroom), as well as having to do with principals and professional support (factor 2, Organization), plus issues relating to teacher unions (factor 3, Union). (See Descriptions of Factors beginning on page 30.)

The continuous, dependent variables for this study were the three aforementioned factors, while the two independent, categorical variables were teachers' career stages (one through six) and level of assignment (elementary or secondary). Two-way factorial analyses of variance were conducted to ascertain any significant differences between elementary and secondary teachers, between those of different career

stages, and to determine the existence of an interaction between level of assignment and career stage, regarding responses within each of the three factors.

Where significant differences were noted from the two-way factorial ANOVAs, the Bartlett Test was conducted to verify homogeneity of variance. The Between/Within Groups Probability was then examined to verify rejection of--or failure to reject--the null hypotheses. If significance was still indicated at this point, a Tukey HSD test was then conducted to determine precisely where and to what extent the significance existed.

Parametric tests were deemed appropriate for all three factorial ANOVAs, by virtue of the Bartlett probabilities (>.05). With the additional analyses involving demographic data, however, occasions occurred with some one-way ANOVAs and *t* tests where the Bartlett *p* indicated lack of homogeneity of variance, thus the necessity of a nonparametric test. In those instances, the Kruskal-Wallis One-Way Analysis of Variance was used in place of the parametric one-way ANOVA, and the Mann-Whitney *U* Test was used in lieu of the parametric *t* test.

Summary of Findings

While the level of assignment of respondents was nearly even at 51.3% elementary and 48.7% secondary teachers, the

career stages reported by the sample were quite varied. The results were: stage one, Induction, 9.2%; stage two, Competency Building, 21.9%; stage three, Enthusiastic and Growing, 45.8%; stage four, Career Frustration, 6.5%; stage five, Stable but Stagnant, 8.2%; and stage six, Career Wind-Down, 8.5%. These percentages for career stages were nearly identical to those noted in a 1987 nation-wide study of teachers by the Collegial Research Consortium, Ltd. In their study, the percentages for stages were: 1) 3.7%, 2) 19.8%, 3) 48.2%, 4) 6.3%, 5) 10.0%, and 6) 7.6% (Burke et al., 1987).

Two-way analyses of variance conducted for all three factors yielded significance only with factor 1, Out of Classroom. With this factor, the main effects of Level (elementary or secondary) and (career) Stage produced identical probabilities of .000 (<.05). A look at the means for Level shows elementary teachers (76.45) with a significantly higher (Tukey HSD = 2.96) score than secondary teachers (70.38). Regarding the Stage variable, those in stages 1 (76.19), 2 (77.15), and 3 (77.80) were not significantly different from each other, but were significantly different from those in 4 (71.69), 5 (67.85), and 6 (69.84). Within the subgroup of stages 4, 5, and 6, stage 4 had the highest mean, with stage 6 the next lowest, and stage 5 at the bottom, significantly lower than stage 4 but not stage 6.

Analyses of demographic data produced significance with one or more of the three factors within each of the following

demographic categories: Gender, School Location, Size of School District, and Teacher Organization Affiliation.

The category of Gender yielded results--with all three factors--indicating that females reported significantly more positive (or less negative) career influences from items on the P/OII than did males in this sample.

The category of School Location produced results indicating significant differences between one or more of the three groups with factor 2, Organization. The means were urban/suburban 21.33, city 21.19, and rural 19.43. (According to Witte, 1985, the pinpointing of significant differences between means is not possible with the use of the Kruskal-Wallis ANOVA. Factor 3, Union, yielded results indicating a significant difference (Tukey HSD = 1.73) between the urban/suburban teachers' mean of 18.37, and the city (16.68) and rural (16.62) teachers' means. With both factors, the urban/suburban means were the highest values, indicating the most positive/least negative career influences, followed by city teachers, with rural teachers possessing the lowest means.

The category of Size of School District produced results showing significant differences existed within factors 2 and 3, both situations requiring use of the Kruskal-Wallis ANOVA. With factor 2, Organization, the means were: small districts 20.77, medium-size districts 19.10, and large districts 21.39. With factor 3, Union, the means were: small 16.51, medium 16.27, and large 17.74. Group means for both factors show the

highest value (more positive/less negative career influence) reported by those from large districts, followed by those from small districts, with teachers from medium-size districts having the lowest means.

The final demographic category showing a significant difference between groups was Teacher Organization Affiliation, where factor 3, Union, was the only factor yielding significance. Results from this *t* test showed those who belonged to either the AFT or NEA produced means indicating more positive/less negative career influences (17.45) from items within the Union factor than did those who belonged to other organizations or no organization at all (15.92).

Demographic data were also used to discover information regarding career stages. Significance was found in four of the demographic categories, indicating career stage differences among the groups in relation to their demographic data for the categories of Age, Experience, Years in Current Position, and Level of Education.

In all four of these areas, results indicated that the means reported by the various groups of teachers became larger (a higher mean on a scale of one to six) with increases in age, experience, or years in positions and degrees (items related to an increase in age and/or experience).

Conclusions

Career Stages

The significant differences which occurred in the main body of analyses in this study involved factor 1, Out of Classroom. A comparison of means indicated a similar type of grouping as noted in a nation-wide study conducted by the Collegial Consortium, Ltd. This dual sub-group result involved P/OII items which, for statistical purposes, were termed Personal Needs and Goals, and occurred between those in stages one, two, and three, and those in stages four, five, and six (Burke, et al., 1987). As in the Consortium's 1987 study, this study showed teachers in stages 1-3 to have produced indications of higher levels of career influence for Personal Life Goals and Aspirations (P/OII #14) and Drive to Fulfill Personal Needs (P/OII #25) (Burke, et al., 1987).

Further comparisons to the 1987 study show groups 1 and 3 from that sample indicating higher levels of career influence for Interpersonal Relationships with Friends (P/OII #17), Societal Expectations for Moral and Values Education (P/OII #4), and Volunteer Activities (P/OII #3) (Burke, et al., 1987), whereas this study showed the same results for groups 1-3. Teachers in stages 3-6 from the 1987 study noted lower negative levels of career influence for Family Financial Situation (P/OII #16) and Need for Community Acceptance (P/OII #23) (Burke, et al., 1987) whereas the means for those in stages

4-6 in this study were significantly lower on the same P/OII items. And the 1987 study also noted teachers in stages 2 and 3 to report higher levels of career influence for Family Expectations for Time and Priorities (P/OII #21) and Research on Effective Teaching (P/OII #13) (Burke, et al., 1987) while this study noted higher means for the same items with teachers in stages 1-3.

While this study produced a 1-3/4-6 split between the career stages with results from factor 1, Out of Classroom; it should be noted that stage 4 teachers yielded a mean higher than stage 6 teachers, and significantly higher than stage 5 teachers. This may indicate the possibility that those in stage 4, the Stable but Stagnant stage, have several similarities with those in the Enthusiastic and Growing stage (#3), and could be helped toward a transition back to stage 3 with appropriate supervisory and/or staff development approaches.

While stage 6--Career Wind-Down--teachers were part of the sub-group with lower means, it should be noted that since teachers in stage 6 can be those who are in a generally positive or negative frame of mind, it is more difficult to attempt conclusions for these teachers than it is for those in stages 4 and 5. Any given assumption made for teachers in stage 6 might only be applicable to--or more applicable to--those who are choosing to retire with pleasant reflections on their careers or, conversely, might only be applicable to--or more applicable to--those who are in a negative frame of mind

(see Appendix A for a description of the characteristics of teachers in stage six).

Level of Assignment

Repeatedly obvious within this study was the fact that wherever there were differences between the groups of elementary and secondary teachers--significantly different or not--it was the elementary teachers reporting more positive career impact or the secondary teachers reporting more negative impact. This was also true in spite of the fact that elementary and secondary teachers had like percentages within each of the six stage categories.

Out of Classroom influences, factor 1, were reported as having a significantly more positive career impact for elementary teachers than for secondary teachers in this study. One of the possibilities for the elementary/secondary difference within the Out of Classroom items might be, with community and security issues, the result of increased parental pressure and scrutiny occurring as students move closer to their college or vocational years. The stakes become higher, so to speak, and emotions may run parallel to the stakes, as academia takes on a different type of urgency than that which existed in the earlier years.

It may be, too, that the challenges of dealing with today's high school students, plus today's parents, together in today's typical high school setting of non-bond-producing

class schedules, all combine to create a phenomenon of lessening trust and/or understanding which can effect overall community support.

The fact that elementary teachers report more positive career impact from the need for security, may be a result of the increased parental involvement known to exist at the elementary level, and/or the generally warmer environment which results largely from a reflection of the nurturing atmosphere necessary and appropriate for children in the earlier years of their lives. Perhaps as students mature, the swell of emotional distance and diminishing warmth, both of which seem to coincide with growing, may produce a great deal fewer opportunities for teachers' needs for security to be affected.

Demographic Analyses with the P/OII

The category of Gender yielded significant differences between males and females for all three factors. The higher means (more positive influences) reported by females were pervasive throughout. Possibilities may include the fact that a higher percentage of males are heads of household and/or perceive themselves to be so, thus having more opportunity to be negatively affected by situations within the profession, not the least of which are the low salary structures.

The School Location category yielded results indicating rural teachers reported less positive influences from Organization issues (factor 2) than the city or urban/suburban

teachers (whose two means were nearly identical). Only one of the four items in factor 2 had to do with something other than building principals (Support for Teachers by Professional Associations--not Union). However, it may be that this item contributed to the lower mean for rural teachers by virtue of their possibly lower level of involvement in, and support from, such groups as reading associations, educational fraternities, etc., which may be more geared toward areas with larger populations. Further, the three items related to principals in factor 2 may have contributed to a lower mean for rural teachers by virtue of the possibility of a greater percentage of rural principals possessing an authoritarian "my way or the highway" management style.

Still with School Location; factor 3, Union, produced results indicating urban/suburban teachers reported more positive influences from union-related items than did either city or rural teachers, whose two means were nearly identical. It would appear from this sample that unions either play a larger role in urban/suburban areas, or the role they play has a more positive effect in the urban/suburban areas.

Size of School District produced a significant difference between two or more groups in factor 2, Organization, where the highest mean (most positive influence) was reported by teachers from large districts, with the next highest mean noted by teachers from small districts, and the lowest mean reported by teachers from medium-size districts. The very

same pattern (large, small, medium) occurred with the results from factor 3, Union, which also indicated a significant difference between two or more of the three groups. Apparently, unions are most active and/or influential in large districts.

The fact that large districts had the highest mean in factor 2, Organization, may be due to a higher level of professionalism and/or a lower level of authoritarianism in large districts. Other factors could include uniquenesses in the dynamics of staff/principal relations as they relate to different sizes of districts, or possibly the nature of this particular sample.

Teacher Organization Affiliation, predictably, yielded results indicating those who belonged to either the AFT or NEA reported more positive influence in factor 3, Union, than did those who belonged to other organizations or none at all. Union officials would have wanted to take note had factor 3 not shown a significant difference regarding Teacher Organization Affiliation, or if union members had reported less positive influences than non-members.

Demographic Analyses with the SSCS

It is clear from the results of this sample that the respondents' career stages, as reported, were based to a significant extent upon age and age-related factors. While it is quite possible to be "burned-out" or "stagnant" regardless of

your age, experience, or degree; this sample largely reflected an age-based factor regarding career stages, where younger teachers reported lower-numbered stages and older teachers reported higher-numbered stages.

Recommendations for Further Research

This study should be replicated. With the fluctuating nature of career stages and with the current fluctuating nature of education in the state of Oklahoma, the possibility exists of several different types of overall results from repeated efforts with identical instruments. Another study with the same instruments should, at the very least, be conducted at a time of year other than the last month of school.

Revision of the Self Selection of Career Stages (SSCS) should be considered to avoid having teachers who are "polar opposites" lumped into the same category: stage six. Several respondents who placed themselves within this stage appeared to be bothered with the arrangement, as small notes were written to indicate that their present state of mind was of a positive, or negative, nature and/or that they were choosing to retire instead of being forced to retire or quit.

When contemplating the possibility of further research into specific stages, teachers in stages four and five seem to present the ripest opportunities to discover uniquenesses within the two groups. If more could be learned about teachers who have evolved into these two stages, a greater

possibility would exist of providing courses of action to assist these teachers in the successful transition back to the Competency Building or Enthusiastic and Growing stage.

One item which appears to beg for further research is the pervasive differences which occurred between males and females throughout this study. If the educational establishment is replete with gender-based differences in career influences, such a fact would need to be fully investigated.

To further an understanding of, and insight into, the Teacher Career Cycle Model (see Figure 1, page 16) consideration should be given to conducting path analyses. Such efforts may prove helpful toward a deeper comprehension of the ebb and flow of the different environmental influences upon teachers' careers as suggested in the model.

Recommendations for Practice

Before any effort could be put forth toward meeting the needs of teachers at different stages and with different needs and influences, data should be secured on the specifics of the teachers within a particular school district attempting such a program. Such data gathering would include an instrument to determine their particular career stage, plus one to determine their particular needs and/or influences, as well as others which offer insight into teachers' perceptions of, and feelings toward, incentives and rewards.

To meet the vast needs of teachers at various career

stages, staff development efforts should be thorough and comprehensive. While traditional staff development programs are necessary for increasing specific skills and/or knowledge toward the technical execution of classroom instruction, these efforts may be more beneficial to those in the stages of Induction, Competency Building, and Enthusiastic and Growing, than to those in the Career Frustration, Stable but Stagnant, and Career Wind-down stages.

To meet the special needs of the latter three stages, and/or those in other stages or areas where special needs exist, school districts would be well-advised to pursue the possibilities of offering or securing the support services necessary for teachers to deal with such career impacting problems as family finances and other family problems, personal needs/goals, community relations, and problems which can arise on a professional level in the work place.

Possibilities mentioned in the literature as potential responses on the part of schools are "liberal sabbatical policies, modifications in job assignments...and...procedures... to explore career alternatives..." (Burke, Fessler, and Christensen, 1984).

The societal trend toward recognition of individual needs and the trend seen in some business circles where employees' unique needs are being met in non-traditional manners, are both worthy of becoming part of the philosophy and approach of staff development offered by school districts.

Part of this recognition of individual needs should include sensitivity to, and understanding of, adult and career development, and the various characteristics possessed by those at different stages. Armed with such knowledge, school districts willing to be creative, imaginative, and innovative, stand to gain much (as do the teachers themselves) from the rejuvenation of many of the employees in the latter three career stages, with a resulting transition toward a more positively oriented career stage.

Concluding Comments

Career stages of teachers, although subjective and fluctuating, are phenomena with which supervisors and district administrators must operate, regardless of how aware or unaware said personnel may be of the existence of, characteristics of, or ways to deal with, teachers' career stages. For those in leadership positions, knowledge of the nature of career stages--and the vast differences in influences among those of various stages--offers a realistic opportunity to make truly significant and positive differences in the lives and careers of many teachers.

In turn, improving the state of teachers' careers would stand a very good chance of having a positive effect upon the overall instruction of the students under the guidance of affected teachers, and perhaps even positive domino effects among other staff within affected buildings and/or districts.

Many more significant differences may indeed exist than those produced within this study. Results indicated, however, what many other researchers and studies have purported: Teachers do experience various career stages, there are uniquenesses to each stage and to groups of stages, and the potential for positive results from the application of knowledge gained appears real indeed.

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APPENDIXES

APPENDIX A

SELF SELECTION OF

CAREER STAGES

SELF SELECTION OF CAREER STAGES

A number of stages in the career cycle of teachers have been identified and are summarized below. Please read the following descriptions of the stages and check the stage that best describes you.

____ This stage is generally defined as the first few years of employment, when the teacher is socialized into the system. It is a period when a new teacher strives for acceptance by students, peers, and supervisors and attempts to achieve a comfort and security level in dealing with everyday problems and issues. Teachers may also experience this stage when shifting to another grade level, another building, or when changing districts completely.

___ During this stage of the career cycle, the teacher is striving to improve teaching skills and abilities. The teacher seeks out new materials, methods, and strategies. Teachers at this stage are receptive to new ideas, attend workshops and conferences willingly, and enroll in graduate programs through their own initiative. Their job is seen as challenging and they are eager to improve their repertoire of skills.

___ At this stage teachers have reached a high level of competence in their job but continue to progress as professionals. Teachers in this stage love their jobs, look forward to going to school and to the interaction with their students, and are constantly seeking new ways to enrich their teaching. Key ingredients here are enthusiasm and high levels of job satisfaction. These teachers are often supportive and helpful in identifying appropriate inservice education activities for their schools.

___ At this stage teachers have resigned themselves to putting in "a fair day's work for a fair day's pay." They are doing what is expected of them, but little more. These teachers are often fulfilling the terms of their contracts, but see little value in professional development programs. They are seldom motivated to participate in anything at more than a surface level and are passive consumers of inservice efforts at best.

This period is characterized by frustration and disillusionment with teaching. Job satisfaction is waning, and teachers begin to question why they are doing this work. Much of what is described as teacher burnout in the literature occurs in this stage.

___ This is the stage when a teacher is preparing to leave the profession. For some, it may be a pleasant period in which they reflect on the many positive experiences they have had and look forward to a career change to retirement. For others, it may be a bitter period, one in which a teacher resents the forced job termination or, perhaps, can't wait to get out of an unrewarding job. A person may spend several years in this stage, or it may occur only during a matter of weeks or month.

APPENDIX B

PERSONAL/ORGANIZATIONAL

INFLUENCES INVENTORY

PERSONAL/ORGANIZATIONAL INFLUENCES INVENTORY

DIRECTIONS: The items listed below are possible influences on your teaching career. Please read each item and indicate your perception of its influence on you by circling the appropriate descriptor as follows:

1 = VERY NEGATIVE
2 = MODERATELY NEGATIVE
3 = SLIGHTLY NEGATIVE
4 = NO INFLUENCE (OR NOT APPLICABLE)
5 = SLIGHTLY POSITIVE
6 = MODERATELY POSITIVE
7 = VERY POSITIVE

The current impact of this influence on my career is:

	Very Neg.	Mod. Neg.	Slight. Neg.	No Influ.	Slight Pos.	Mod. Pos.	Very Pos.
1--Professional development experiences	1	2	3	4	5	6	7
2--Travel	1	2	3	4	5	6	7
3--Volunteer activities	1	2	3	4	5	6	7
4--Societal Expectations for moral and values	1	2	3	4	5	6	7
5--Principal's support of teachers	1	2	3	4	5	6	7
6--Religious activities	1	2	3	4	5	6	7
7--Graduate education	1	2	3	4	5	6	7
8--Special needs of family members	1	2	3	4	5	6	7
9--Teacher union relationship with administration and school board	1	2	3	4	5	6	7
10-Previous work outside of schools	1	2	3	4	5	6	7
11-Personal opportunities for union leadership	1	2	3	4	5	6	7

(over)

The current impact of this influence on my career is:

	Very Neg.	Mod. Neg.	Slight. Neg.	No Influ.	Slight Pos.	Mod. Pos.	Very Pos.
12-Support for teachers by professional associations (not union)	1	2	3	4	5	6	7
13-Research on Effective teaching	1	2	3	4	5	6	7
14-Personal life goals and aspirations	1	2	3	4	5	6	7
15-Philosophical agreement with principal	1	2	3	4	5	6	7
16-Family financial	1	2	3	4	5	6	7
17-Interpersonal relationships with friends	1	2	3	4	5	6	7
18-Teacher union position on issues	1	2	3	4	5	6	7
19-Teacher union protection of teacher security	1	2	3	4	5	6	7
20-Substance abuse by a family member	1	2	3	4	5	6	7
21-Family expectations for time and priority	1	2	3	4	5	6	7
22-Assignment of teaching responsibilities	1	2	3	4	5	6	7
23-Need for community acceptance	1	2	3	4	5	6	7
24-Principal's management style	1	2	3	4	5	6	7
25-Drive to fulfill personal needs	1	2	3	4	5	6	7
26-Financial loss	1	2	3	4	5	6	7
27-Community commitment to school improvement	1	2	3	4	5	6	7
28-Need for security	1	2	3	4	5	6	7

APPENDIX C

CORRESPONDENCE

May 9, 1991 91

Mr./Ms. _____, Principal
_____
_____, OK

Dear Mr./Ms. _____:

Enclosed are stapled materials to distribute to certain teachers, as mentioned in an earlier telephone conversation with you. This study is for my dissertation, as partial fulfillment of the requirements for the Doctor of Education degree at Oklahoma State University in Stillwater.

Your school was chosen from a randomized list of school districts in Oklahoma. The participation of your staff, along with your cooperation, is utterly vital to the success of this research project. I truly need your help.

The number of stapled items to pass along to your teachers should be less than the total number of your certified staff. Please note the following guidelines:

DO-----distribute in a randomized manner, to teachers of as many different grade levels and subjects as possible.

DO NOT-distribute to counselors, librarians, administrators, or teachers of only the 7th and/or 8th grades.

The teachers have only to fill out the forms, put them in the addressed, stamped envelopes, and put them in the mail.

Once again, your cooperation and support is vitally important. It is highly appreciated, as well. Thank you so very much for your time and effort.

Sincerely,

Thomas A. Barlow
Doctoral Candidate
Oklahoma State University

Dear Colleague:

I need your help! Within your busy schedule, would you allow just a few minutes of your valuable time? I am conducting research on teachers' career stages and possible influences on their careers. Teachers from your school have been randomly selected to be a part of this project. Your response is vital and necessary for the success of this research effort.

You may have noticed that the stamped, addressed, return envelope has a code number. This number is only to verify the return mailing and to allow a second mailing, if necessary, to increase the statistical validity of the study. Please be assured that confidentiality and anonymity will be maintained. When the study is complete, the code number list will be destroyed.

For your convenience, please use the attached return envelope. You need only return the two sheets with answers. You may discard this cover letter/instruction sheet.) Please return your answer forms THIS WEEK. Should you have any questions, my dissertation advisor at OSU is Dr. Kenneth St.Clair, EAHED, 309 Gundersen Hall, OSU, Stillwater, OK, 74078, (405) 744-7244. If you wish, you may call me at work (918) 258-4581 or at home (919) 251-2188.

Your professional assistance in the completion of this study is greatly appreciated.

Sincerely,

Thomas A. Barlow
Doctoral Candidate
Oklahoma State University

May 16, 1991

Mr./Ms. _____, Principal
_____
_____, OK

Dear Mr./Ms. _____:

Enclosed are stapled materials to distribute as a follow-up to the distribution of questionnaires last week You may recall this study is for my dissertation, as partial fulfillment of the requirements for the Doctor of Education degree at Oklahoma State University in Stillwater.

The participation of your staff, along with your cooperation, remain utterly vital to the success of this research project.

To distribute these follow-up letters to teachers, simply place a letter in each of their mail boxes. Once again, your cooperation and support is vitally important. It is highly appreciated, as well. Thank you so very much for your time and effort.

Sincerely,

Thomas A. Barlow
Doctoral Candidate
Oklahoma State University

TO: Teachers who recently received a questionnaire on teacher career stages and influences.

Dear Colleague:

If you haven't already filled out the questionnaire and dropped it in the mail, would you please consider doing it this week? With a thorough understanding of the hectic pace that accompanies the end of a school year, I am humbly asking for a little of your valuable time and apologize for any inconvenience caused by my request.

If you are one of those who already returned your questionnaire, you have my utmost gratitude for the time and effort spent toward helping me in the research of teacher career stages. Thank you very, very much!

Sincerely,

Thomas A. Barlow
Doctoral Candidate
Oklahoma State University

APPENDIX D

CAREER STAGE/INFLUENCE QUESTIONNAIRE

CAREER STAGE/INFLUENCE QUESTIONNAIRE

SSCS by Permission of Dr. Judith Christensen

P/OII by Permission of Dr. Judith Christensen

INSTRUCTIONS

The Career Stage/Influence Questionnaire consists of three parts. The first part asks you to provide information about yourself. Please answer as completely as possible. No name is required, and any information gathered from this questionnaire will not be associated with your name.

The second part asks you to read all six paragraphs which are descriptions of six different possible career stages. Consider each paragraph and select the one which best describes your current status. Place a check on the line next to the appropriate paragraph.

The third part asks you to consider possible influences on your teaching career. For each item, circle the appropriate number between 1 and 7, indicating the degree to which you consider it an influence on your career. Please note that all part of the questionnaire involve the front and back side of each sheet of paper.

When you complete this questionnaire, place both sheets in the stamped, addressed envelope provided. You may discard this sheet of instructions and cover letter.

Thank you very much for your cooperation.

DEMOGRAPHIC INFORMATION

Please select the appropriate response for each of the following items by placing a check or providing the information requested in the space provided.

1. Age: _____

2. Gender: _____ female _____male

3. Marital Status: _____ married _____ unmarried

4. Total number of years of teaching experience: _____

5. Years in current teaching position (specify number of years): _____

6. Current teaching assignment:

   _____ Elementary (grade or grades) _____

   _____ Middle/Junior High School (grades or subjects) _____

   _____ High School (subject or subjects) _____

   _____ Other (please describe) _____

7. Current school location: _____ URBAN -- over 500,000 population

   _____ SUBURBAN -- part of an urban fringe

   _____ CITY -- less than 500,000 population

   _____ RURAL--under 5,000 population

8. Size of school district:

   _____ SMALL -- 1 to 99 certified staff

   _____ MEDIUM -- 100 to 400 certified staff

   _____ LARGE -- over 400 certified staff

9. Highest level of education:

   _____ Bachelor's Degree _____ Master's Degree, Post-Master's Degree or Specialist's Certificate

   _____ Doctor's Degree _____ Other (indicate) _____

10. Teacher organization affiliation:

_____ AFT/OFT _____ NEA/OEA _____ None _____ Other (indicate)_____

APPENDIX E

PERSONAL/ORGANIZATIONAL INFLUENCES

INVENTORY RESULTS

TABLE XX

PERSONAL/ORGANIZATIONAL INFLUENCES
INVENTORY RESULTS

Variable	*f*	%	$\overline{X}$	SD
1) Professional Development Experiences				
Very Negative	4	1.3		
Moderately Negative	9	2.9		
Slightly Negative	4	1.3		
No Influence	22	7.2	5.54	1.22
Slightly Positive	92	30.1		
Moderately Positive	113	36.9		
Very Positive	62	20.3		
2) Travel				
Very Negative	6	2.0		
Moderately Negative	5	1.6		
Slightly Negative	5	1.6		
No Influence	104	34.0	5.05	1.33
Slightly Positive	7	24.2		
Moderately Positive	57	18.6		
Very Positive	55	18.0		

TABLE XX (Continued)

Variable	*f*	%	$\overline{X}$	SD
3) Volunteer Activities				
Very Negative	4	1.3		
Moderately Negative	8	2.6		
Slightly Negative	6	2.0		
No Influence	84	27.5	4.89	1.12
Slightly Positive	120	39.2		
Moderately Positive	65	21.2		
Very Positive	19	6.2		
4) Societal Expectations for Moral and Values education				
Very Negative	14	4.6		
Moderately Negative	17	5.6		
Slightly Negative	36	11.8		
No Influence	43	14.1	4.86	1.66
Slightly Positive	70	22.9		
Moderately Positive	74	24.2		
Very Positive	52	17.0		

TABLE XX (Continued)

Variable	*f*	%	$\overline{X}$	SD
5) Principal's Support of Teachers				
Very Negative	12	3.9		
Moderately Negative	16	5.2		
Slightly Negative	18	5.9		
No Influence	19	6.2	5.52	1.69
Slightly Positive	39	12.7		
Moderately Positive	9	31.0		
Very Positive	10	35.0		
6) Religious Activities				
Very Negative	8	2.6		
Moderately Negative	2	.7		
Slightly Negative	5	1.6		
No Influence	94	30.7	5.27	1.42
Slightly Positive	51	16.7		
Moderately Positive	68	22.2		
Very Positive	7	25.2		

TABLE XX (Continued)

Variable	*f*	%	$\overline{X}$	SD
7) Graduate Educations Courses				
Very Negative	3	1.0		
Moderately Negative	1	.3		
Slightly Negative	11	3.6		
No Influence	89	29.1	5.07	1.15
Slightly Positive	90	29.4		
Moderately Positive	77	25.2		
Very Positive	35	11.4		
8) Special needs of Family Members				
Very Negative	4	1.3		
Moderately Negative	6	2.0		
Slightly Negative	35	11.4		
No Influence	93	30.4	4.89	1.43
Slightly Positive	59	19.3		
Moderately Positive	54	17.6		
Very Positive	55	18.0		

TABLE XX (Continued)

Variable	*f*	%	$\overline{X}$	SD
9) Teacher Union Relationship with Administration and School Board				
Very Negative	27	8.8		
Moderately Negative	19	6.2		
Slightly Negative	34	11.1		
No Influence	104	34.0	4.11	1.52
Slightly Positive	74	24.2		
Moderately Positive	31	10.1		
Very Positive	17	5.6		
10) Previous Work Outside of Schools				
Very Negative	2	0.7		
Moderately Negative	2	0.7		
Slightly Negative	3	1.0		
No Influence	133	43.5	4.85	1.08
Slightly Positive	90	29.4		
Moderately Positive	45	14.7		
Very Positive	31	10.1		

TABLE XX (Continued)

Variable	*f*	%	$\overline{X}$	SD
11) Personal Opportunities for Union Leadership				
Very Negative	13	4.2		
Moderately Negative	5	1.6		
Slightly Negative	15	4.9		
No Influence	216	70.6	4.07	1.00
Slightly Positive	3	12.7		
Moderately Positive	9	2.9		
Very Positive	9	2.9		
12) Support for Teachers by Professional Associations (not Union)				
Very Negative	6	2.0		
Moderately Negative	8	2.6		
Slightly Negative	9	2.9		
No Influence	78	25.5	4.96	1.25
Slightly Positive	104	34.0		
Moderately Positive	71	23.2		
Very Positive	30	9.8		

TABLE XX (Continued)

Variable	*f*	%	$\overline{X}$	SD
13) Research on Effective Teaching				
Very Negative	2	0.7		
Moderately Negative	6	2.0		
Slightly Negative	15	4.9		
No Influence	58	19.0	5.05	1.12
Slightly Positive	124	40.5		
Moderately Positive	74	24.2		
Very Positive	27	8.8		
14) Personal Life Goals and Aspirations				
Very Negative	1	0.3		
Moderately Negative	1	0.3		
Slightly Negative	15	4.9		
No Influence	7	2.3	6.04	1.11
Slightly Positive	44	14.4		
Moderately Positive	113	36.9		
Very Positive	125	40.8		

TABLE XX (Continued)

Variable	*f*	%	$\overline{X}$	SD
15) Philosophical Agreement with Principal				
Very Negative	10	3.3		
Moderately Negative	7	2.3		
Slightly Negative	23	7.5		
No Influence	34	11.1	5.23	1.46
Slightly Positive	75	24.5		
Moderately Positive	104	34.0		
Very Positive	53	17.3		
16) Family Financial Situation				
Very Negative	11	3.6		
Moderately Negative	27	8.8		
Slightly Negative	38	12.4		
No Influence	41	13.4	4.73	1.66
Slightly Positive	76	24.8		
Moderately Positive	67	21.9		
Very Positive	46	15.0		

TABLE XX (Continued)

Variable	*f*	%	$\overline{X}$	SD
17) Interpersonal Relationships with Friends				
Very Negative	0	0.0		
Moderately Negative	2	0.7		
Slightly Negative	7	2.3		
No Influence	40	13.1	5.57	1.09
Slightly Positive	94	30.7		
Moderately Positive	93	30.4		
Very Positive	70	22.9		
18) Teacher Union Position on Issues				
Very Negative	17	5.6		
Moderately Negative	8	2.6		
Slightly Negative	22	7.2		
No Influence	146	47.7	4.29	1.31
Slightly Positive	61	19.9		
Moderately Positive	38	12.4		
Very Positive	14	4.6		

TABLE XX (Continued)

Variable	*f*	%	$\overline{X}$	SD
19) Teacher Union Protection of Teacher Security				
Very Negative	22	7.2		
Moderately Negative	6	2.0		
Slightly Negative	20	6.5		
No Influence	103	33.7	4.48	1.45
Slightly Positive	84	27.5		
Moderately Positive	51	16.7		
Very Positive	20	6.5		
20) Substance Abuse by a Family Member				
Very Negative	26	8.5		
Moderately Negative	3	1.0		
Slightly Negative	8	2.6		
No Influence	243	79.4	3.87	1.10
Slightly Positive	11	3.6		
Moderately Positive	5	1.6		
Very Positive	10	3.3		

TABLE XX (Continued)

Variable	*f*	%	$\overline{X}$	SD
21) Family Expectations for Time and Priorities				
Very Negative	5	1.6		
Moderately Negative	13	4.2		
Slightly Negative	67	21.9		
No Influence	69	22.5	4.47	1.40
Slightly Positive	75	24.5		
Moderately Positive	54	17.6		
Very Positive	23	7.5		
22) Assignment of Teaching Responsibilities				
Very Negative	3	1.0		
Moderately Negative	8	2.6		
Slightly Negative	31	10.1		
No Influence	24	7.8	5.37	1.39
Slightly Positive	72	23.5		
Moderately Positive	102	33.3		
Very Positive	66	21.6		

TABLE XX (Continued)

Variable	*f*	%	$\overline{X}$	SD
23) Need for Community Acceptance				
Very Negative	8	2.6		
Moderately Negative	6	2.0		
Slightly Negative	30	9.8		
No Influence	71	23.2	4.79	1.32
Slightly Positive	102	33.3		
Moderately Positive	61	19.9		
Very Positive	28	9.2		
24) Principal's Management Style				
Very Negative	16	5.2		
Moderately Negative	21	6.9		
Slightly Negative	31	10.1		
No Influence	38	12.4	4.84	1.69
Slightly Positive	71	23.2		
Moderately Positive	80	26.1		
Very Positive	49	16.0		

TABLE XX (Continued)

Variable	*f*	%	$\overline{X}$	SD
25) Drive to Fulfill Personal Needs				
Very Negative	1	0.3		
Moderately Negative	2	0.7		
Slightly Negative	13	4.2		
No Influence	12	3.9	5.79	1.12
Slightly Positive	80	26.1		
Moderately Positive	106	34.6		
Very Positive	92	30.1		
26) Financial Loss				
Very Negative	24	7.8		
Moderately Negative	19	6.2		
Slightly Negative	45	14.7		
No Influence	171	55.9	3.79	1.30
Slightly Positive	21	6.9		
Moderately Positive	12	3.9		
Very Positive	14	4.6		

TABLE XX (Continued)

Variable	*f*	%	$\overline{X}$	SD
27) Community Commitment to School Improvement				
Very Negative	23	7.5		
Moderately Negative	24	7.8		
Slightly Negative	38	12.4		
No Influence	25	8.2	4.58	1.75
Slightly Positive	104	34.0		
Moderately Positive	48	15.7		
Very Positive	44	14.4		
28) Need for Security				
Very Negative	2	0.7		
Moderately Negative	4	1.3		
Slightly Negative	15	4.9		
No Influence	58	19.0	5.34	1.28
Slightly Positive	83	27.1		
Moderately Positive	77	25.2		
Very Positive	67	21.9		

APPENDIX F

RESULTS OF FACTOR ANALYSIS FOR P/OII

TABLE XXI

RESULTS OF FACTOR ANALYSIS FOR P/OII

Factor	P/OII Item	Loadings
1) Out of Classroom		
	1 Professional Development Experiences	.45
	3 Volunteer Activities	.40
	4 Societal Expectations for Moral and Values Education	.49
	8 Special Needs of Family Members	.57
	13 Research on Effective Teaching	.41
	14 Personal Life Goals and Aspirations	.60
	16 Family Financial Situation	.54
	17 Interpersonal Relationships with Friends	.37
	21 Family Expectations for Time and Priorities	.50
	22 Assignment of Teaching Responsibilities	.57
	23 Need for Community Acceptance	.60
	25 Drive to Fulfill Personal Needs	.69
	26 Financial Loss	.40
	27 Community Commitment to School Improvement	.53
	28 Need for Security	.62
	Alpha (all items)	.85
	Variance Explained by Rotated Factors	4.40
	Percent of Total Variance Explained	19.15
2) Organization		
	5 Principal's Support of Teachers	.86
	12 Support for Teachers by Professional Associations (not union)	.35
	15 Philosophical Agreement with Principal	.86
	24 Principal's Management Style	.81
	Alpha (all items)	.84
	Variance Explained by Rotated Factors	2.84
	Percent of Total Variance Explained	12.36
3) Union		
	9 Teacher Union Relationship with Administration and School Board	.56
	11 Personal Opportunities for Union Leadership	.60
	18 Teacher Union Position on Issues	.83
	19 Teacher Union Protection of Teacher Security	.78
	Alpha (all items)	.80
	Variance Explained by Rotated Factors	2.41
	Percent of Total Variance Explained	10.48

VITA

Thomas A. Barlow

Candidate for the Degree of

Doctor of Education

Thesis: CAREER STAGES OF--AND INFLUENCES UPON--OKLAHOMA TEACHERS

Major Field: Educational Administration

Biographical:

Personal Data: Born in Fort Wayne, Indiana, September 5, 1956, the son of T. Edward and Marjorie Barlow.

Education: Graduated from Norman High School, Norman, Oklahoma, in May, 1974; received Bachelor of Arts Degree in Music Education from Graceland College at Lamoni, Iowa in May, 1978; received Master of Education degree in School Administration from Northeastern State University at Tahlequah, Oklahoma in December, 1985; completed requirements for Doctor of Education degree in Educational Administration at Oklahoma State University in December, 1991.

Professional Experience: Music Teacher, Fort Washakie School (K-8), Fort Washakie, Wyoming, 1978-1981; Music Teacher, Leisure Park Elementary School, Broken Arrow, Oklahoma, 1983-1986; Elementary Assistant Principal, Broken Arrow Public Schools, 1986-1991.